November 22, 2013

To the Graduate Program:

This project, entitled "A Study Guide to Assist New English Language Students' Integration with The Second Grade Curriculum" and written by Carolina Mosquera Lopez, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

_____
Michelle Plaisance, Advisor

We have review this
project and recommended its
acceptance:

_____
Michelle Plaisance, Advisor
Director, Graduate Program in TESOL

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Kathleen Keating
Chair, Department of English

Accepted for the Graduate Program

_____
Jane C. Girardi

A STUDY GUIDE TO ASSIST NEW ENGLISH LANGUAGE STUDENTS' INTEGRATION WITH THE SECOND GRADE CURRICULUM

Presented to the graduate program
of
Greensboro College

In Partial Fulfillment
Of the Requirements of the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

by
Carolina Mosquera Lopez

May 2020

Advisor: Dr. Michelle Plaisance

Abstract

The arrival of new English-language learning students in North Carolina schools has increased the necessity of acquiring and implementing learning strategies that can both assist new students with their second-language learning process and also support native English-speaking teachers in crossing the communication barrier to reach these students. Research has shown the importance of creating a safe and welcoming learning environment to foster confidence and motivation in the students' English language learning process. However, creating a welcoming and safe environment is not enough to support students in adapting to the new curriculum and in achieving its learning standards. Therefore, this ESL study guide offers ways to support the development of cognitive, memory, and compensation strategies that assist students in achieving independence in their second language acquisition, as well as in meeting the second-grade curriculum standards at their own pace and level.

Dedication

I would like to dedicate this project to my beloved husband Daniel Duque, without his support, encouragement and motivation during this process, I wouldn't have been able to complete my master's courses and my thesis.

Acknowledgments

I would like to express my sincere gratitude to my advisor Dr. Michelle Plaisance for the continuous support in my project, for her motivation, enthusiasm, and knowledge. I would also like to thank Dr. Jason Cooke for reviewing my work and providing constructive feedback.

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Chapter 1: Introduction

Dual-language programs were incorporated in the United States as an instrument to promote confidence and improvement of the academic development in second language learners. Moreover, these programs have provided different opportunities for students to feel part of the school regardless of their actual language orientation. As a Spanish teacher who is part of a dual program, I have had the opportunity to witness the advantages that students and parents acquire from being part of this curriculum, especially when they realize that language acquisition is not going to be a barrier for them or their children.

According to the Department of Education of the United States (2015), *dual language* is a program that focuses on providing academic instruction in English and another language (Spanish, Mandarin, French, etc.) to develop bilingual and bi-literate students. These programs were integrated in the 1980s by the Department of Education to improve the low scores in English language proficiency. Consequently, dual language programs surged as a solution to raise the academic ratings mostly attributed to monolingual classrooms. The basic argument was more or less that providing students the opportunity to improve and reinforce their development in the home language itself facilitates the learning of a second language, which then becomes more accessible for them (Lindholm 2013).

Nevertheless, dual language programs do not always provide enough solutions for each new second-grader student that arrives in an English classroom, whether at the beginning or later in the school year. The increment of immigrants arriving at the United States has created the necessity for the many counties to look for strategies to help not only students, but parents feel welcome to the new educational community. According to the *Snapshot of Immigrants in North*

Carolina and Johnston County (2013), 16% of the North Carolina's population is comprised of immigrant children, with most of them coming from a Spanish speaking country.

It is a reality that these students face diverse challenges when leaving their home country and arriving at a place with a different language and culture. Thus, their anxiety likely increases when they are incorporated into a new school and realize that it is going to be a challenge to interact with their native-speaking classmates, or even with their English teachers. The fact that there is a language barrier between the teacher and the student can cause frustration when communicating and receiving academic instruction.

Consequently, teachers have also expressed the necessity to have different resources to help English-language learners (ELLs) inside their classrooms. Although the English a second language pull-out program (ESL) is an excellent resource to help students to develop the acquisition of the target language, it is not enough to achieve the goals that the school demands. The reason is that although they are new to the school and do not have the domain of the target language, they should still be evaluated like their other classmates who are likely already acclimated to the environment. Teachers have accordingly expressed the necessity of teaching resources based on Spanish speakers' needs and English language level to help them learn the new content at their pace and level.

In this project, I designed a study guide for ELLs with a basic English level based on the second grade North Carolina curriculum standards for science, social studies, ELA, and English language proficiency standards (WIDA) integrated. This workshop contains different activities and resources structured on "Level 1 Entering" (WIDA, 2007) that help students feel confident while learning a second language. It also provides the second grade English teacher the opportunity to improve his or her students' literacy development and comprehension. The idea is

to develop an artifact where students would find different activities based on the school curriculum with simple and short instructions written in both languages, English and Spanish in order to facilitate teachers and students understanding regardless the lack of knowledge in the target language.

The project can provide the opportunity as well for students to feel confident and engage with the new learning without feeling secluded from their peers, or without doing activities that do not necessarily benefit them in learning the same content. It could also help develop crucial connections with their new English teacher regardless of the differences in communication.

This idea surges from the experience I have had while working with my English partner. I have been a witness of how she struggles to integrate newcomer students into the teaching instruction time. Currently, at school, each new school year comes with a considerable quantity of ELL students that have little or no previous experience with the English language. Therefore, when they are introduced to the English classroom, the only resource that English teachers have is a computer program that helps these students practice their English language skills. However, although this is an excellent resource, it does not allow them to get familiar with the current teaching content, which puts these students at risks of falling behind with regard to the rest of the class.

I believe this study guide is going to help reinforce student's autonomy by assisting them to feel integrated with the classroom with the rest of their classmates. With the help of this guide, students are going to be able to understand what the lesson is about and work on activities that are easier for them to understand while working autonomously. Moreover, it is also going to help the teacher feel confident when working with new students regardless of the language

differences involved, which could also lower the anxiety levels that help to create unsuccessful communication in the classroom.

Second language learners encounter different factors that could either foster or frustrate their learning process. Hence, it is essential to understand how ELL students feel during the second language acquisition, by identifying the theories that explain this complex process and that provide strategies that could help students lower their anxiety levels, while assisting them to feel motivated and self-confident with their learning process. Furthermore, it is crucial to understand the role of the dual-language programs and how the improvement of the first language can foster second language acquisition. It is also pivotal to understand and analyze how the North Carolina standards are structured and what outcomes are expected from second grade students in the ELA, science and social studies subject areas.

Chapter 2: Literature Review

This chapter reviews different theories that can help to understand the complex process of second language acquisition. Coming to terms with these various approaches could help to provide different strategies for getting students involved with the new language without them feeling overwhelmed or frustrated in the process. Furthermore, it is essential to review the development of dual-language programs and the rights that protect immigrant students in the United States, in order to understand the importance of providing quality and equitable education to students regardless of their background. And finally, the chapter also aims to understand how social and emotional factors can affect the acquisition of English as a second language either positively or negatively and how to overcome the obstacles that may arise in the teaching classroom.

First and Second Language Acquisition

For decades many researchers have been trying to answer the complex question of how children acquire a second language, what strategies might best foster this process, and which of them could be the most successful way to teach to achieve this goal. According to Hoff (2014), second language learners are children that arrive at a new country or a new school where the spoken language is different from the one spoken at home. However, some researchers have developed the idea that to understand better the second language acquisition process; it is essential to understand first language acquisition. Peregoy and Boyle (2008) have highlighted how the learning of a second language is related to the first language and how these theories support one another. This theory suggests that understanding how the primary language is

acquired can help with the development of efficient strategies to apply when teaching and learning a second language. According to Peregoy and Boyle (2008), there are three fundamental first-language acquisition theories: behaviorist, innatist, and interactionist.

Behaviorism argues that an individual learned his or her first language through stimulus, response, and reinforcement; this theory sees the child as somebody that learns to communicate through imitation. The behaviorist theory tends to think about the child's mind as a *tabula rasa*, or blank slate, meaning that this child does not have any previous knowledge, so that they are just waiting for adults write in their minds the information he or she "needs" (Peregoy & Boyle, 2008).

Innatist theory explains that infants come with an innate grammatical ability, it is to say that the child's brain comes with a capacity to create sentences to communicate since they are born and that develop through the years. Therefore, interaction with the outside environment is essential for a child´s grammar awareness developing (Peregoy & Boyle, 2008).

Interactionist theory describes how children learn from the interaction with their family or caregivers since communication with them helps children develop their first language acquisition. Consequently, contact with the people that surround the infants plays a primary role in their first language acquisition (Peregoy & Boyle, 2008).

Taken together, these approaches have made an essential contribution to second language acquisition since, based on these discoveries and researchers, many theorists have developed and created different strategies to help students develop the learning of a second language successfully.

As with the first language, different theories describe the second language acquisition process differently. One of the foremost theorists in investigating the acquisition of a second

language is Stephen Krashen (1982). Among his most essential breakthroughs, Krashen explained that a successful second language learning process is determined mostly through interaction and not only through a grammatical base form; he also proposed that it is essential to heed English language learners' (ELLs) silent period until they feel confident to initiate communication in the target language. Therefore, it is necessary to understand the importance of ensuring a positive learning environment for second language learners.

The theories mentioned permitting an understanding of how the first language can be useful to help with the development of second language acquisition by providing different strategies students can make use when learning a second language. Cook (2003), explained that first language could affect second language acquisition either positively or negatively, stating that it is easier to identify a second language learner through their foreign accent when speaking English.

Consequently, most of the studies have looked at bilingual programs as a primary means to attempt to simplify the learning of a second language. Derakhshan and Karimi (2015) claimed that when a second language learner has a strong basis in his or her home language, then he or she can make use of this strength in the L2 learning process, but also the weaknesses the learner presents in his or her home language is going to be similar in the second language. Moreover, López and Tashakkori (2004) found that the improvement and the maintenance of the first language (L1) could conceivably be a useful method to help students to succeed in the growth of the second language academic skills.

Bilingual Education in the United States

According to Del Valle (2003), as a result of the end of the second world war and with the increment of immigrants settling with the families in the United States, the U.S. Congress felt the necessity to create the fourteen amendment, which aimed to promote the equal protection of the language minority rights. Hoff (2014), explained that bilingual education started again in the United States in 1960, as a result of a group of Cubans settling in Florida, which generated the need for bilingual programs at school. Soon, these programs started to increase. As a consequence of this immigration event and with the necessity to help minority language students to receive equal education, the government developed the Bilingual Education Act of 1968, which provided monetary help for bilingual schools' programs that were formed to meet the needs of English language learners. As a result, in June 1982, "the Supreme Court issued Plyler v. Doe, a landmark decision holding that states cannot constitutionally deny students a free public education on account of their immigration status" (American Immigration Council, 2016, p. 1).

Consequently, the Every Student Succeeds Act (ESSA), which was signed by then-president Obama and which considers equal opportunities for elementary and secondary students regardless of their nationality, race, economic situation, home language, or background (US. Department of Education, 2015). Hence, the Supreme Court of the United States (2015) established that public schools should provide different services and options that meet students' needs, in order to ensure an equal education to limited English proficiency students (LEP).

According to Goldenberg and Wagner (2015), many researchers have found that when students have the chance to received instruction in their home language through bilingual education, this permits reinforcement in their first language. They may also improve in their

second language learning process, which has been demonstrated when comparing the test scores in comparison with LEP monolingual students (Return to America Federation of Teachers, year). On the other hand, López and Tashakkori (2004) found that two- way bilingual programs could be a real instrument to help ELL students close the literacy gaps they generally present in reading and writing in English as a second language in contrast to the native English speakers. Additionally, Duran, Roseth, and Hoffmen (2015) concluded that dual-language programs can be an instrument to develop growth in the Spanish language skills and are consequently beneficial to achieve the acquisition of English as a second language.

As a consequence of the different research and laws mentioned above, bilingual education programs surged in the US from the need to provide the opportunity for English language learners to develop the L2 skills while learning content in their home language, as is the case of Spanish as first language (Peregoy & Boyle, 2008). According to Hoff (2014), bilingual education differs from foreign language instruction since the purpose of these programs is to provide the curriculum content in the second language while receiving instruction in their first language in a separate classroom.

Moreover, these programs are programs where the curriculum is taught in two different languages, and one of those languages must be English. It also promotes the maintenance or the improvement of the literacy skills of the L1 to the "language minority students which their L1 is different than English and develops the bilingualism skills in the language majority students whose first language is English" (Peregoy & Boyle, 2008, p. 24.). In addition to this, Pittman (2015), argued that bilingualism could indeed provide significant advantages to a person since it could help prevent Alzheimer's, strengthen creativity and help with the development of abstract thinking.

Socio-emotional Learning and ESL Students

According to the American Institutes for Research (2015), socio-emotional learning is the ability students have to resolve conflict, to communicate assertively with others, and to express their feeling and emotions adequately. The proper development of this ability could foster better learning conditions for students. In the same way, The Hawn Foundation (2011), underlined the essential role that socio and emotional learning play in the academic life of learners. As well, the importance of providing students with different tools and strategies that foster the management of their emotions in the classroom and even to awake the awareness in recognizing the parts of the brain that are in charge of their feelings and emotions.

In this context, Haynes (2015) argued that English language students (Els) are at "higher risk than their general education peers for social-emotional and behavior problems" (TESOL International Association, 2015) due to their limited second-language communicative skills, the lack of which hinders students in expressing their feelings and emotions to others. This limitation also creates a language barrier that does not allow students to communicate and establish a good relationship with their peers, factors which could also promote low self-esteem in students.

Olsen (1997) described how immigrant children feel about going to a new school where the language is a barrier for them and their families. However, this is not the only fact students have to face when being part of the public education in the US since most of these students have to deal with the pressure of parents living at home afraid of being deported due to their immigration status.

For instance, Olsen (1997) explained that in some states like California, the government has sought to stop providing benefits to public schools for undocumented immigrants; as a result of this "the pressure on immigrants to learn English, and on schools to teach English, intensified"

(p. viii). Yet, the National Association of Secondary School Principals (n.d) emphasized the essential role that schools and staff play in supporting immigrant children when some of their families go through the immigration process that could affect the whole family, or even more so when they go through a separation process.

Additionally, according to Krashen (1981), in his fifth hypothesis, the affective filter addresses the importance of providing students a learning environment with low – anxiety, motivating, and full of confidence and safety. He argued that such a setting could encourage students to succeed in their second language acquisition process. The affective filter also provides the silent period to students while they acquire some language and start to feel confident to communicate, which is crucial for them to develop the second language acquisition process.

As a matter of fact, the Department of Education (National Center for English Language Acquisition, 2017) established that it is important to provide a safe, emotional learning environment to newcomer students. Since even they are as able as their peers to succeed and overcome, some of them would take time and go through a silent period due to their personal and familiar experiences, which need to be respected until they feel comfortable to communicate with their peers and teachers.

Considering these perspectives, it is pivotal that teachers provide strategies that help students develop their social and emotional skills and apply them in their classroom and daily lives. Moreover, schools need to be able to provide support through psychologists, counselors, and formal programs in order to help not only newcomer students but also their families. Colorin Colorado (2018) recommended not only that teachers focus on helping students with trauma, but also that staff needs to be supported in this hard job. They, too, need to be oriented, informed,

and also encouraged to succeed in educating their students since when school staff has a balance in their emotions, they are going to be more capable of supporting their students and providing the right strategies to promote a successful learning environment.

English Language Learning Strategies

Hurd and Lewis (2008), defined language learning strategies as the "operations and process" (p.9) that the learner decides to use in order to facilitate the L2 learning process. Therefore, students can adapt these learning strategies depending on the learning environment and modify them as needed. Therefore, a nurturing learning environment is essential for a successful L2 learning process.

According to Piper (2000), anyone can learn a second language, and in fact "most of the people can learn as many languages as they want or need to" (p. 11). There is no difference among the capacity of people that know a second language already and those just starting the process to acquire it. Piper argued that the only thing ELLs need is the correct amount of time, opportunities, and the resources and strategies for them to learn the target language. Nevertheless, Piper mentioned how in a classroom it is common to find those students that are more successful in the second language development. As a result, it is essential to understand what those learning styles are that are helping them to succeed and develop strategies to help slower students to advance in their learning process.

Consequently, Hurd and Lewis (2008), explained that in order to gain a successful second language development it is essential that teachers do not center their attention on teaching or institution needs, but mostly on their students' needs. They argued that it is important to develop

more “learner-centered” (p. 3), instruction, and strategies that can help students develop, independence, and autonomy while learning the target language.

Oxford (1990) made a great contribution to her research about students´ learning strategies, where she describes learning strategies as the “steps” students decide to take to facilitate their learning process. These steps or tools play an important role in second language learning because they enhance students’ self-confidence and commitment that is necessary to develop their communicative skills. Although these learning strategies have been around for years, it has been only recently that researchers have found a way to name them and organized according to their function.

From this perspective, Oxford (1990) divided the learning strategies into two categories: The Direct and Indirect learning strategies, with the Direct strategies the most important in the second language learning process.

Direct strategies.

According to Oxford (1990), direct strategies are mental strategies that foster students’ autonomy and become the principal character of the L2 process. Notably, the role of the teacher takes second place in this essential process. Oxford divided the direct strategies into three groups: memory, cognitive, and compensation strategies.

Memory strategies are strategies that students develop to remember the new vocabulary and recall it when they need it (oxford 1990) this is the capacity a learner has to organize the information, associate meanings, and “reviewing.” It is also the ability the learner has to use his mental strategies, like associating words with images, making metal pictures to recall

vocabulary, and associating the new knowledge with the information that is stored in the memory (oxford 1990).

Willis (2006) contributed to the explanation of how the brain works when learning is in process, and how important the way the teacher provides the new information to the learner is therefore, the essential role that visual aids play in the learning process is emphasized, due to the fact that it is much easier to remember a new concept and to make a connection when the learner can associate the word with the image.

Corpas (2017) claimed that the role of the teacher is imperative in the development of memory strategies. Because is the teacher that needs to provide students the different strategies, they can use to succeed in their second language learning process.

Cognitive strategies. Oxford (1990) defined practice as the basis of these strategies; therefore, this refers to everything the learner can do to acquire new information and practice it in the classroom in order to achieve a better level of language proficiency. These are strategies like "summarizing, repeating, analyzing, taking notes, and highlighting" (p. 43).

Additionally, Snow (2005), explained that cognitive strategies refer to how students set goals for learning and the strategies the leaner uses to problem- solve. Consequently, cognitive strategies are useful when the learner is going to solve a math problem or trying to get the main idea of a test or even take in the most important information when listening.

Compensation strategies. Oxford (1990) argued that this type of strategy is used by second language learners to communicate with others. This strategy is composed of actions like miming, using gestures, and trying to get the meaning from the information they are receiving by "guessing" (p.49). These strategies are used by the learner regardless of their target language proficiency. Consequently, Vygotsky, Hanfmann & Vakar (1962), referred to compensation

strategies such as scaffolding, which describes how the learner builds different strategies with the teacher´s guidance in order to gain independence in the development of language learning.

Karbalaei and Negin (2014), found that the use of compensation strategies like using gestures, trying to get the meaning of a word by transferring it to the mother tongue, and also getting close to the meaning, are strategies that help foster students´ language skills, since they provide more opportunities for enhancing communication regardless of the language limitation.

To conclude, it is of the utmost importance that educators understand that the student is more than a subject of learning. The student must be seen as a being full of history, with a cultural and family background, a being with specific needs that not only needs strategies to excel academically, but also socially and emotionally, and that is where teachers play an essential role instructing, guiding and educating the learner, the educator provides tools to help students face the world outside the classroom.

Chapter 3: Project Design

In order to develop successful learning tools for English language learners, it is imperative to understand some of the common challenges that new students could face when adapting to a new learning environment. The fact that neither the language nor its surroundings are familiar to these students could impact their second language acquisition either positively or negatively.

In this context, as a dual-language teacher I have had the opportunity to identify my new Spanish-speaking students' needs, which has led me to analyze and look for different strategies that can contribute to making their academic life more enjoyable. In addition, I have sought strategies for helping students to foster the development of confidence and security in their learning process. Subsequently, it is essential to understand that not only providing a welcoming environment is enough for newcomers, but it is also necessary to provide different tools that can help ELLs to develop language learning strategies that can help them gain independence in their language-learning processes and reach the second-grade NC Common Core (State Board of Education , 2018) standards at the appropriate pace and level.

According to Haynes and Debbie (2010), the academic achievement of the English-language learners depends on how students feel about their learning process, specifically if they feel engaged and motivated. Hence it is important to understand that learning a second language is a long process that could affect student's performance in content assessments. That is why Haynes and Debbie (2010) recommended that it is imperative to modify the teaching instruction by making more "accessible" for ELLs.

As a result, the purpose of this project was to develop a ESL study guide that is based on the North Carolina standards for ELA, Science, and Social studies and integrated with the English language proficiency standards (WIDA, 2007). For instance, each activity is developed in Level 1 *entering* (WIDA, 2007) and addresses what students should know in the content curriculum while developing the target language objectives.

The study guide is divided into five units, and each session is going to develop different activities related to second-grade Common Core standards, in which the activity instruction is in both English and Spanish. Thus, the lack of knowledge in the target language is not an impediment to accomplishing the activity.

The units are divided as follows:

Unit 1

In this unit, students develop knowledge in language arts and social studies by learning about how to be a good citizen. More specifically, by reading different short texts, students learn the difference between fiction and nonfiction genres while also providing vocabulary about adjectives to describe the characteristics of a good citizen.

This unit also contains activities based on the states of matter science standards, plus basic readings where students practice finding the main idea of the text.

Unit 2

This unit is based on the fables and folktale reading standards and the social studies standards on cultural influences in the development of communities. Here students develop strategies to retell a short fable or folktale and identify important vocabulary in English to retell a story. Furthermore, students learn about the name of the continents and identify on a map where some writers of fables and folktales come from.

Unit 3

Unit 3 contains information about the animals' life cycles science standard, where students learn how to describe each stage with pictures and simple words. Additionally, students develop knowledge of how different authors can talk about the same topic but make use of different information through short paragraphs about animals.

Unit 4.

In this unit, students develop the ability to organize a short text about important people in the chronological order and identify the beginning middle and the end of the story by matching pictures to sentences. Moreover, in this unit, students practice answering WH questions (who, how, why, and when questions).

Unit 5.

Unit 5 helps students identify the types of weather with the help of pictures and labels and the vocabulary related to this content area. Consequently, this unit contains some information about vocabulary related to the features of nonfiction texts.

This workshop is designed to help not only teachers but also new second-grade students, as it allows them to catch up on the topics that the teacher has been teaching. Moreover, this approach provides support to the English teacher in helping the new student with the development of the direct language-learning strategies proposed by Oxford (1990), namely memory, cognitive, and compensation strategies. This workshop aims to promote independence in the learning process, regardless of the language barrier.

Chapter 4: Project

2ND GRADE

ESL STUDY GUIDE

NAME: _____

Introduction

This ESL study guide is designed to help not only teachers but also new second-grade students, as it allows them to catch up on the topics that the teacher has been teaching. Moreover, this approach provides support to the English teacher in helping the new student with the development of the direct language-learning strategies proposed by Oxford (1990), namely memory, cognitive, and compensation strategies. This workshop aims to promote independence in the learning process, regardless of the language barrier.

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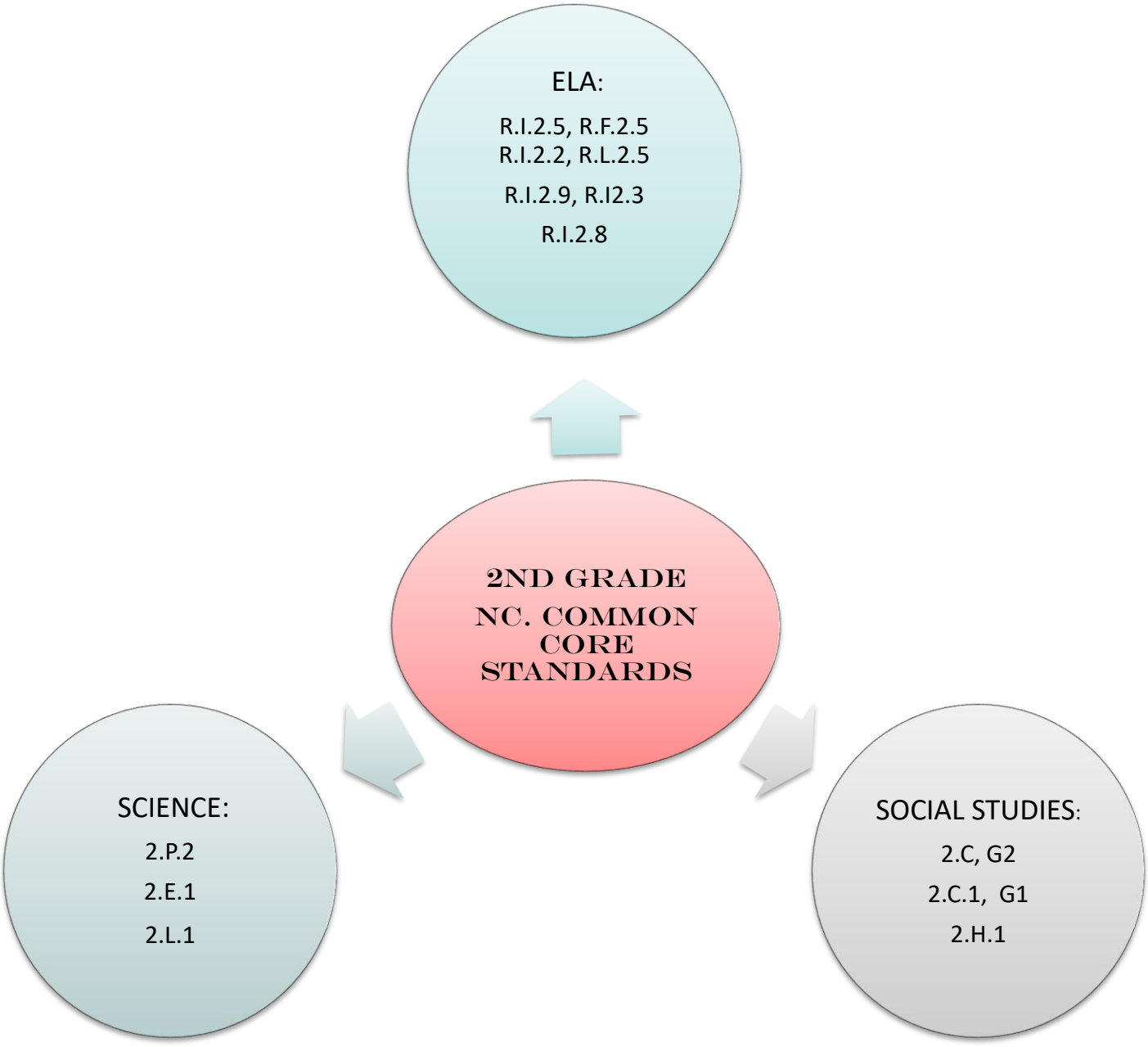
STANDARDS


ELA:
R.I.2.5, R.F.2.5
R.I.2.2, R.L.2.5
R.I.2.9, R.I2.3
R.I.2.8
2ND GRADE
NC. COMMON CORE STANDARDS
SCIENCE:
2.P.2
2.E.1
2.L.1
SOCIAL STUDIES:
2.C, G2
2.C.1, G1
2.H.1

social studies:

Artifacts of the past

Science:

-Chemical and physical atributes

-change

-weather

2ND GRADE WIDA STANDARDS

socio-instructional language

ELA:

-sequence of story

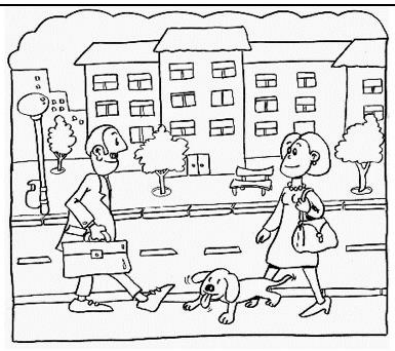
-fiction and non fiction text

-folktales

story elements

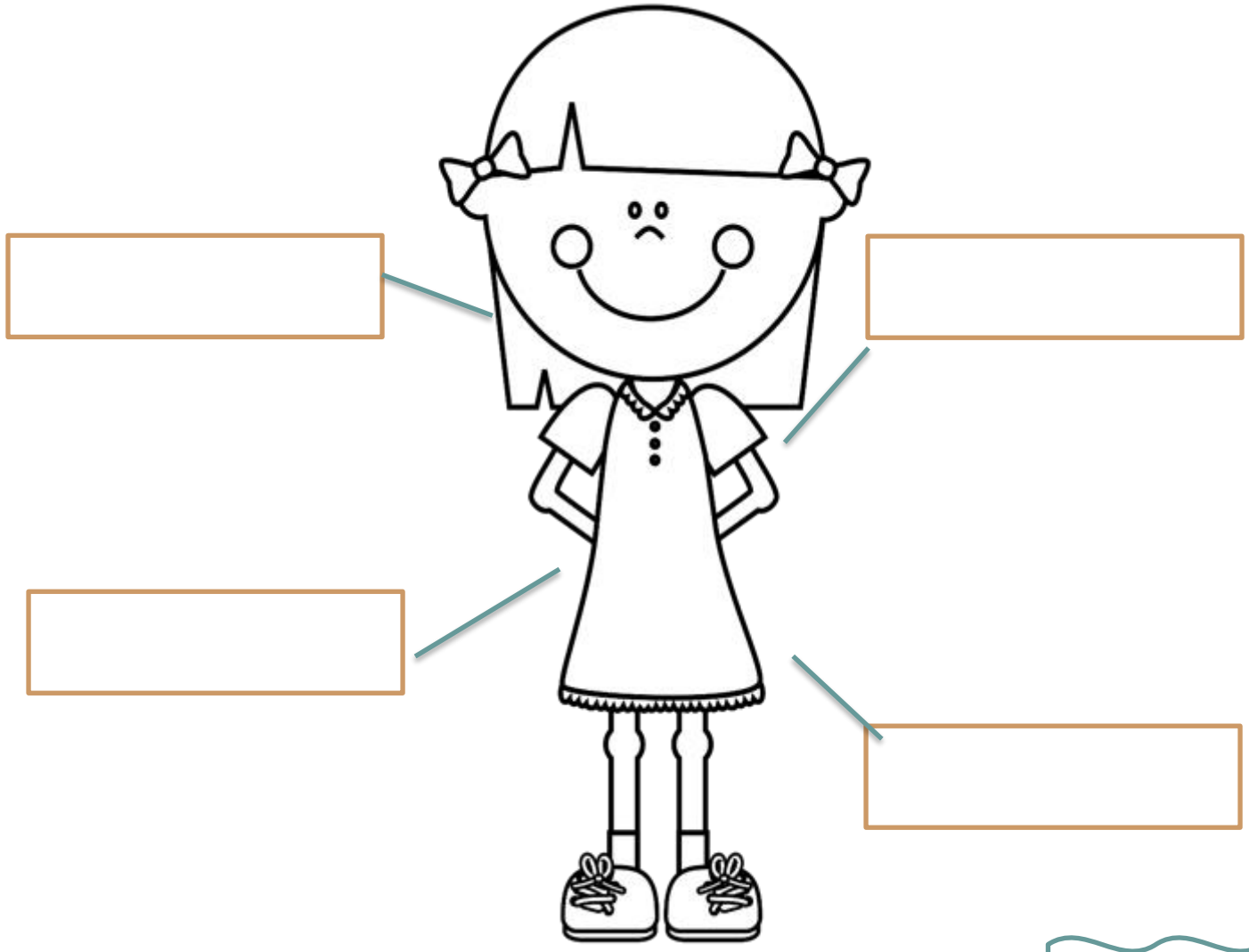
Unit 1: How to be good citizens

VOCABULARY OF THE UNIT

Citizen: *ciudadano*	 Community: *comunidad*	Help others: ayudar a los demás
Pick up the trash: recoger la basura.	Follow the rules: seguir las reglas	Donate: donar
Vote: votar	listen to the teacher: escuchar a la maestra	Respect others: respetar a los demas

ACTIVITY

- Use the Good citizen vocabulary to describe characteristics of a good citizen.
  (usa el vocabulario anterior para escribir las características de un buen ciudadano)



Standard: 2.C & G.2

ACTIVITY

- Look at the image and write the corresponding verb.
  (mira la imagen y escribe el nombre de cada verbo)

Being a Good Citizen

A citizen is a member of a community or country. Good citizens are kind and helpful. They follow the rules. They show respect to people and things around them. They share and cooperate with others. Good citizens are honest and responsible.

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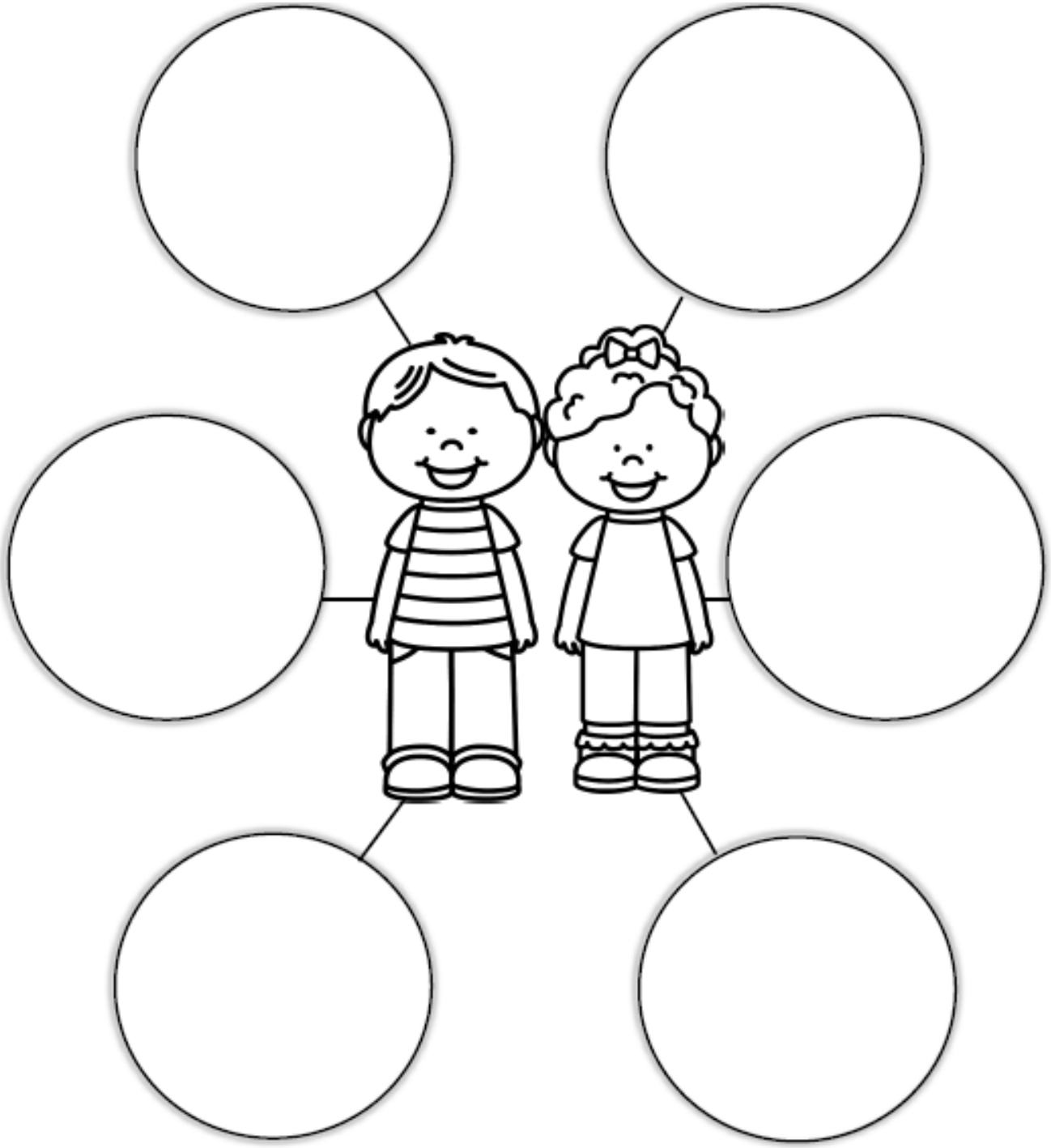
Standards: 2.C&G2
RF.2.5

Name _____

Good Citizens

According to the Reading, write about what is to be a good citizen
(De acuerdo con la lectura, escribe que es ser un buen ciudadano)



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Text Features

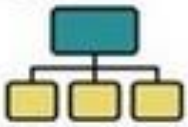
BOLD PRINT

Colored Text

Italics

BIG TEXT
small text

Diagrams



Timelines

Hightlighted Text

Pictures/Captions

Buses like this one take children to school.

Picking flowers to give to a sick friend is one way to help.

After picking apples, you can make apple pie.

Frogs live in wet habitats like this one.

- Bullets
- Bullets
- Bullets
- Bullets
- Bullets
- Bullets

Table of Contents

Frogs' Diet 3
Frogs' Habitat 5
Frogs' Physical Traits 7
Other Information 9

Index

amphibian 2, 3, 5
diet 2, 5, 7
frog 7, 8, 9, 10
habitat 5, 9
toad 8, 9

Glossary

amphibian – (n) an organism that can live on land and in water
frog – (n) an amphibian with smooth skin that lives in water more
toad – (n) an amphibian with bumpy skin that lives on land more

Maps

Tables/Charts

	Frogs	Toads
Diet		
Habitat		
Physical Traits		

Graphs

ACTIVITY

1. Read "I am a good citizen" informational book from Epic and answer the question bellow.

(Lee el libro informativo "I am a good citizen" de Epic y responde las preguntas)

epic! For Educators

Standards: RI.2.5
RF.2.5

2. Write the "I am a good citizen" book text features.

(escribe las características del texto del libro "I am a good citizen")

TITLE (titulo)

TABLE OF CONTENTS
(tabla de contenido)

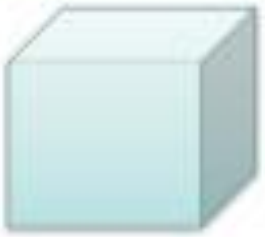
BOLD PRINT
(negrita)

GLOSSARY
(glosario)

STATES OF MATTER

VOCABULARY

State of Matter: estado de la Materia



Solid: solido

Liquid: liquido

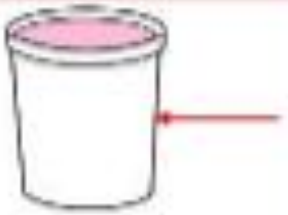
Gas: gaseoso

Melt: derretir

Freeze: congelar

Vapor: vapor

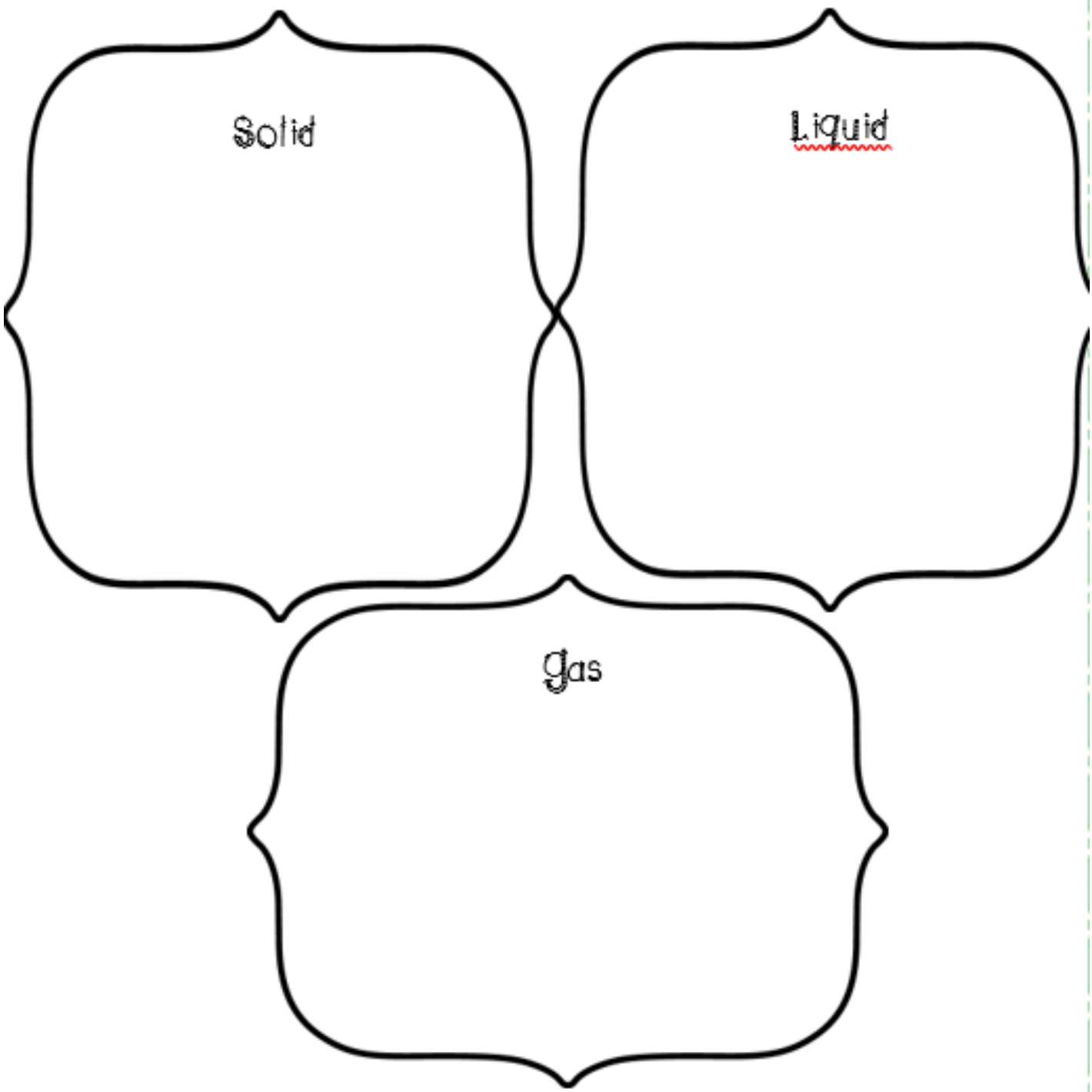
Shape: forma



Container: recipiente

ACTIVITY

1. Draw things that you can see around you that are in the three states: solid, liquid and gas. (dibuja las cosas a tu alrededor que esten en el estado, solido, líquido y gaseoso



What is matter?

Matter is everything that is around us, even people is made of matter, it is also everything that fill a space.

Matter comes in 3 different states: **solid, liquid and gas.**

Solids

Solids doesn´t change their shape, solids can be **hard, soft, heavy or light.**

The teddy bear is an example of a **solid**

Liquids

Liquids can change their shape; liquids can take the **shape** of the **container.**

The hand soap is an example of a liquid

Gases

Gases do not have a definite shape; gases can **expand** and take the **shape** of the **container**

The balloons are filled with gas

ACTIVITY

1. Read the informational text "*What is matter*" and highlight the characteristics solids, liquids and gases. (lee el texto informative " what is matter" y subraya las características de los sólidos, líquidos y gaseosos)

2. Write the characteristics of the 3 states of matter: solid, liquid and gas.(escribe las características de los 3 estados de la materia: solido, liquido y gaseoso)

Solids can

liquids

Gases

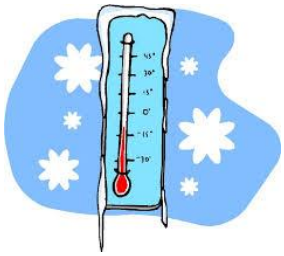
Standard: 2.P.2

3. match the vocabulary with the image. (Une la palabra con la imagen)

Melt

container

Freeze

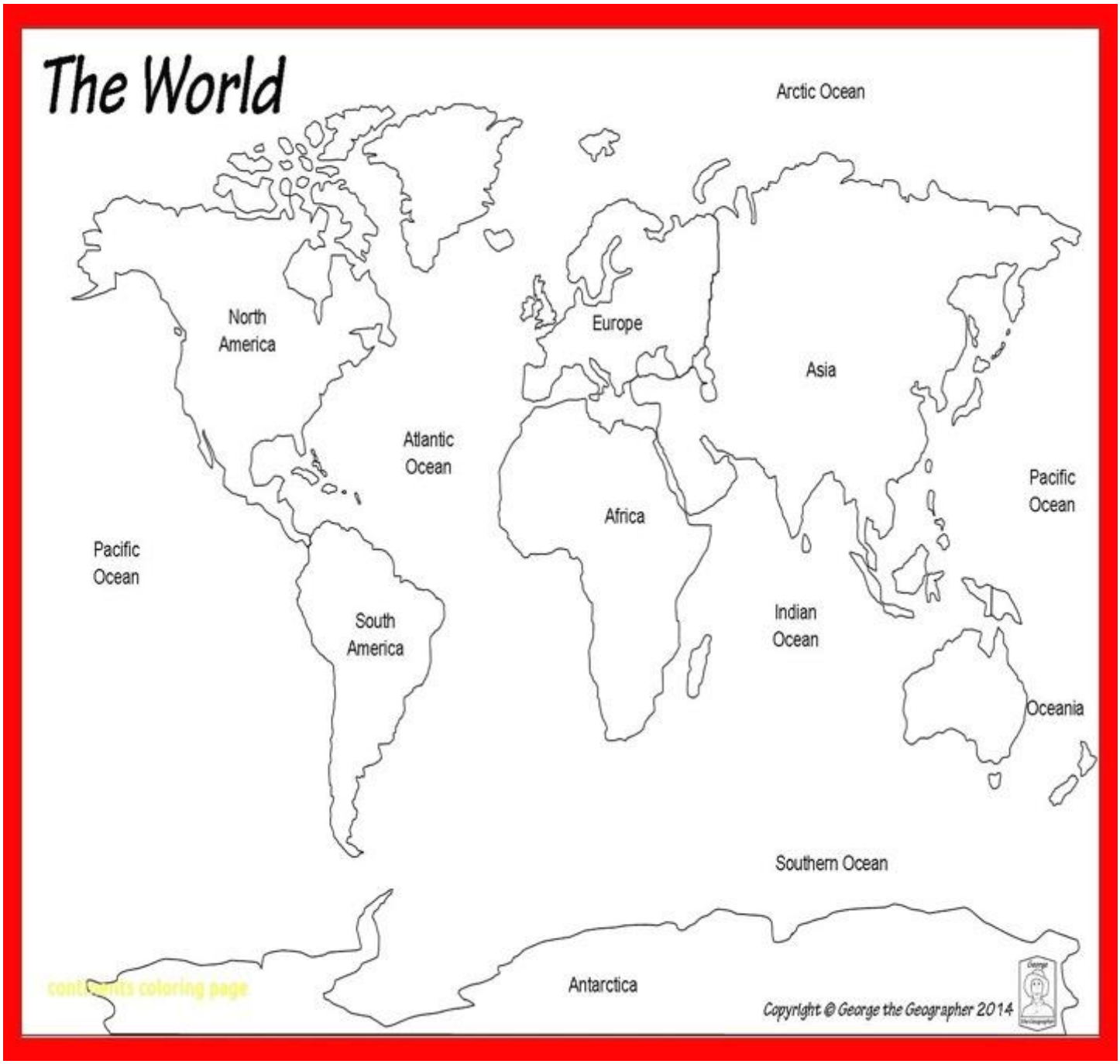


Solid

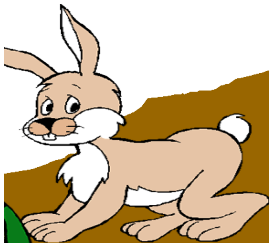
Gas

Unit 2: culture and tales

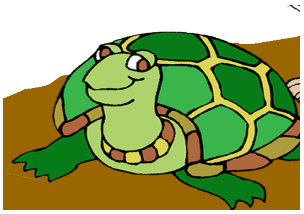
Color the map of the world



VOCABULARY OF THE UNIT



Hare: Liebre



Tortoise: tortuga

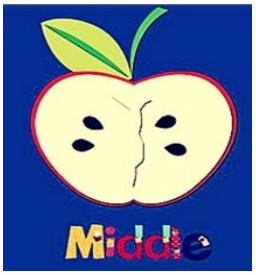
Map : mapa

Dove: paloma

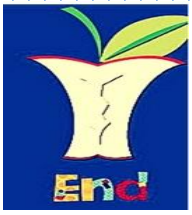
Ant: hormiga

Hunter: Cazador

Beginning: inicio



Middle: desarrollo

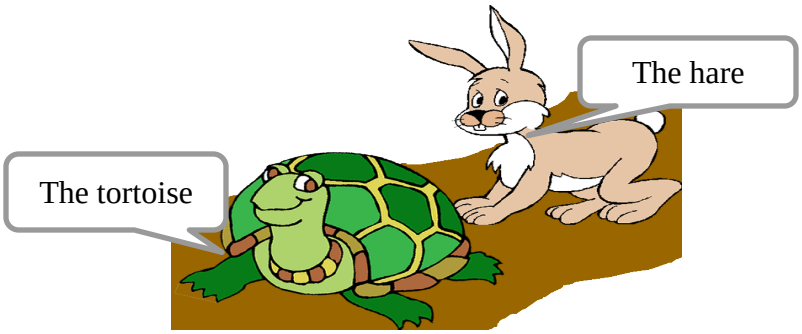


End: final

Fables and folktales

THE TORTOISE AND THE HARE

The Hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."



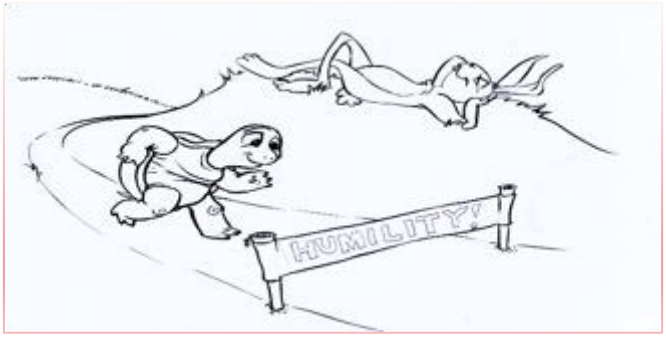
The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare; "I could dance round you all the way."

"Keep your boasting till you've won," answered the Tortoise. "Shall we race?"

So a course was fixed and a start was made.

The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap.



The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race.

ACTIVITY

1. The tortoise and the hare fable was written by AESOP, he is from a country called Greece.

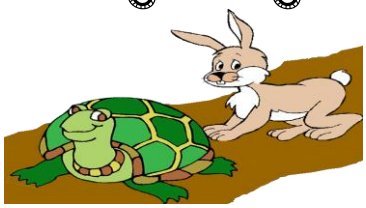
- Look for the **Greece** country and circle it. (busca el país de Grecia y enciérralo en un círculo)

- What is the name of the continent where the Greece country is located? (cómo se llama el Continente donde está Grecia)

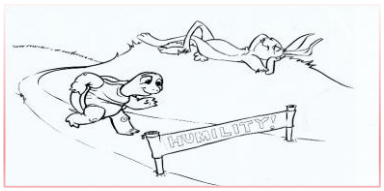
_____

2. read the tortoise and the hare fable one more time and write the beginning, middle and end of the story with the help of the pictures.
(lee una vez más la fabula de la liebre y la tortuga y con ayuda de las imágenes escribe el inicio Medio y final de la historia)

Beginning



Middle



End

Standards: RL.2.2, RL2.5
2.C1, 2.G1

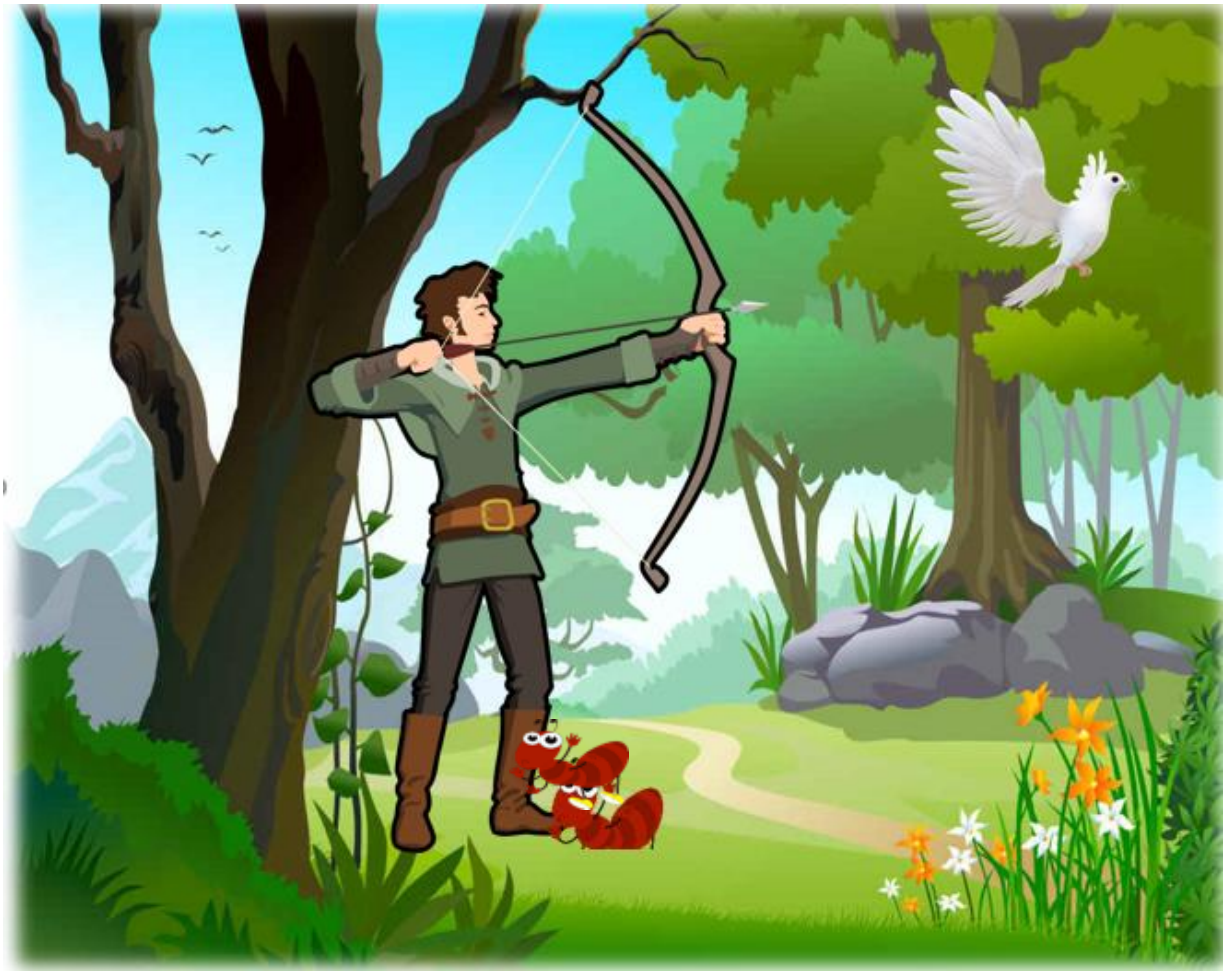
THE DOVE AND THE ANT

BY LA FONTAINE

On a hot day of summer, an ant was searching for some water. After walking around for some time, she came near the river. To drink the water, she climbed up on a small rock. While trying to drink a water, she slipped and fell into the river.

There was a dove sitting on a branch of a tree who saw an ant falling into the river. The dove quickly plucked a leaf and dropped it into the river near the struggling ant. The ant moved towards the leaf and climbed up onto it. Soon, the leaf drifted to dry ground, and the ant jumped out. She looked up to the tree and thanked the dove.

Later, the same day, a bird catcher nearby was about to throw his net over the dove hoping to trap it. An ant saw him and guessed what he was about to do. The dove was resting, and he had no idea about the bird catcher. An ant quickly bit him on the foot. Feeling the pain, the bird catcher dropped his net and let out a light scream. The dove noticed it and quickly flew away.



ACTIVITY

The Dove and the ant fable was written by LA FONTAINE, he is from a country called **FRANCE**.
(la fábula de la paloma y la hormiga fue escrito por LA FONTAINE, él es de un país llamado Francia)

- Look for the **FRANCE** country and circle it. (busca el país de Grecia y enciérralo en un círculo)

- Draw and Write the beginning, middle and the end of the dove

and the ant fable

Beginning	Middle	End

Remeber: the central message is what the author wants us to learn through the stories

- Write the central message of THE DOVE AND THE ANT FABLE. (escribe lo que aprendiste con la fábula de la paloma y hormiga)

_____

_____

_____

_____

_____

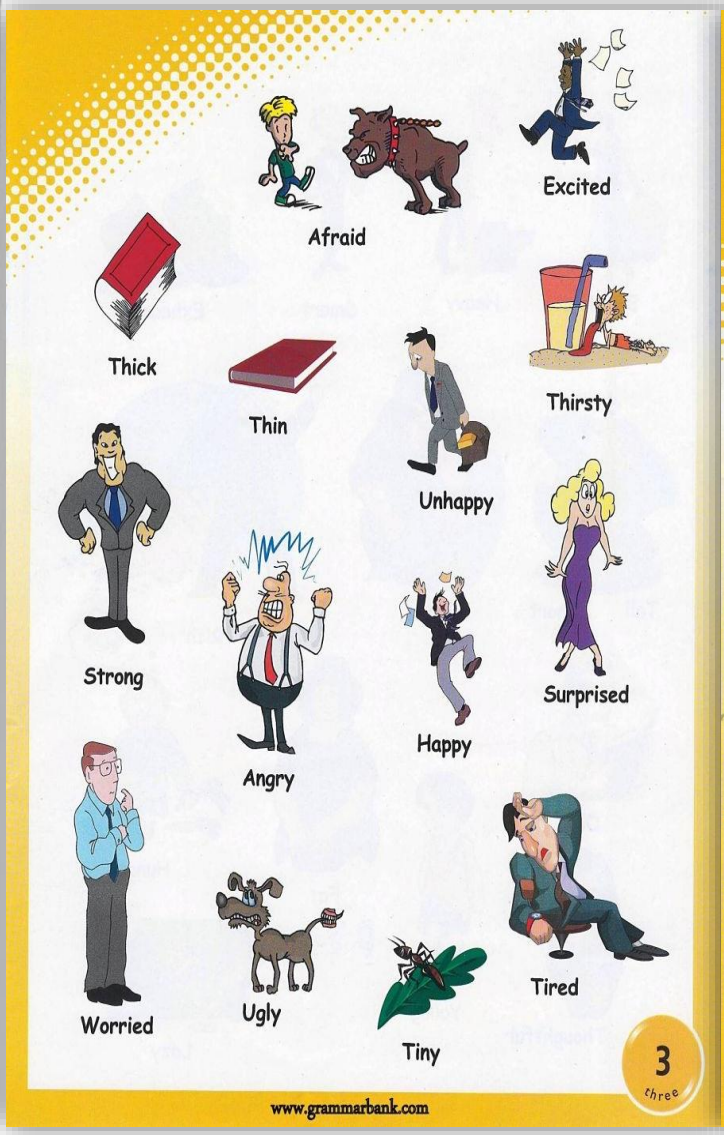
_____

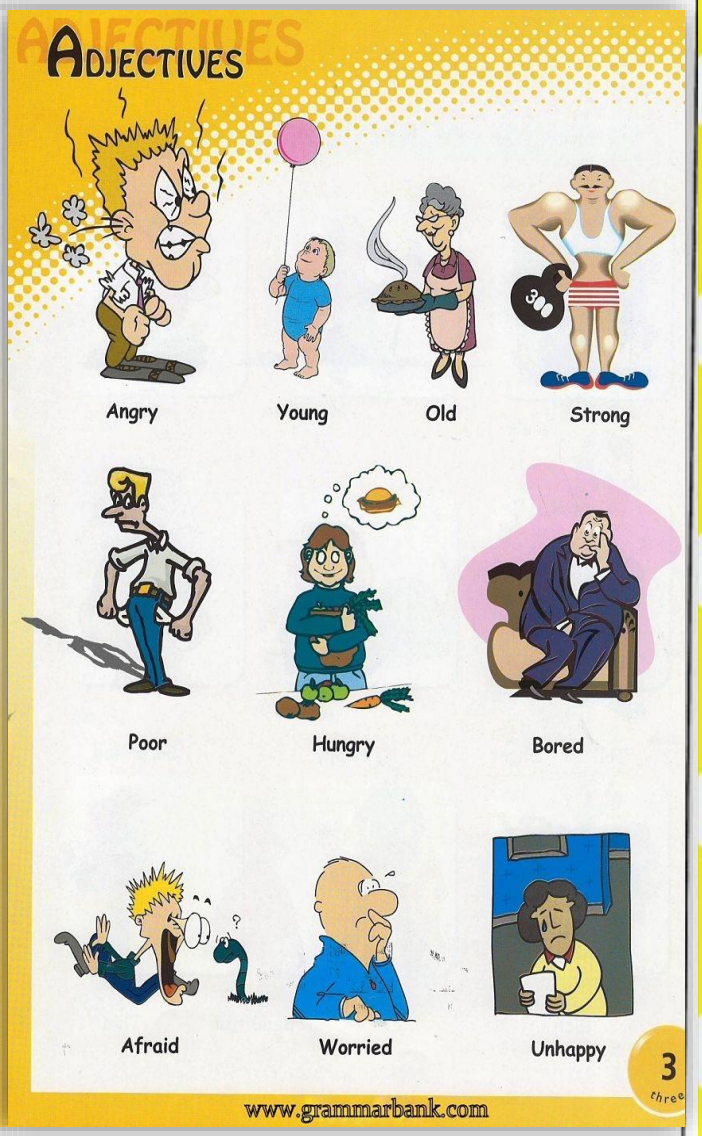
Standards: RL.2.2, RL2.5
2.C1, 2.G1

DESCRIVING

ADJECTIVES

ADJECTIVES TO DESCRIBE CHARACTERS OF A STORY


Excited
Afraid
Thick
Thin
Thirsty
Unhappy
Strong
Surprised
Angry
Happy
Worried
Ugly
Tiny
Tired
www.grammarbank.com
3
three

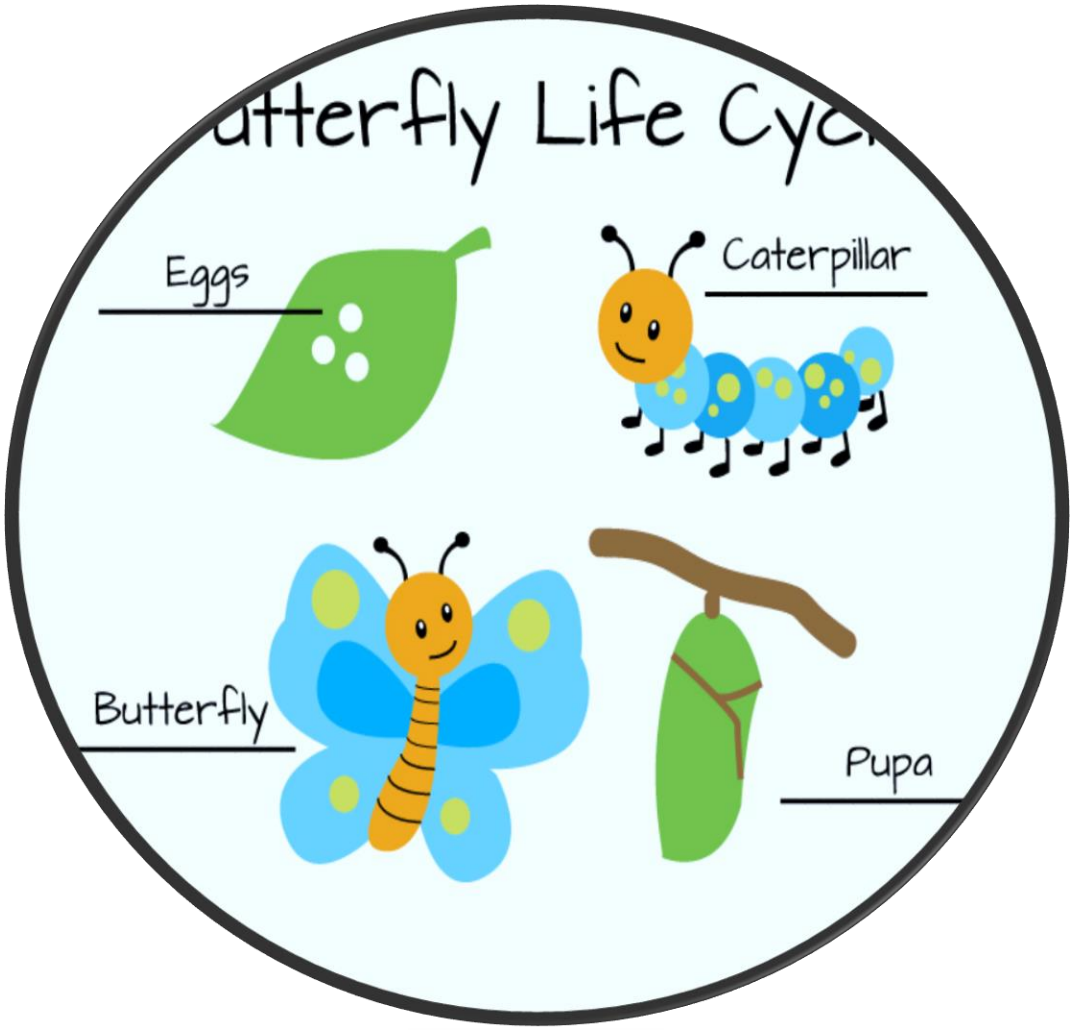

ADJECTIVES
Angry
Young
Old
Strong
Poor
Hungry
Bored
Afraid
Worried
Unhappy
www.grammarbank.com
3
three

ACTIVITY

- Use the vocabulary to describe characters of a story to describe the characteristics of the fables characters. (usa el vocabulario para describir los personajes para describir los personajes de las fabulas que leíste)

CHARACTER (PERSONAJE)	**DESCRIPTION** (DESCRIPCION)
	THE DOVE is
	THE ANT is
	THE HUNTER is

UNIT 3: LIFE IS AROUND



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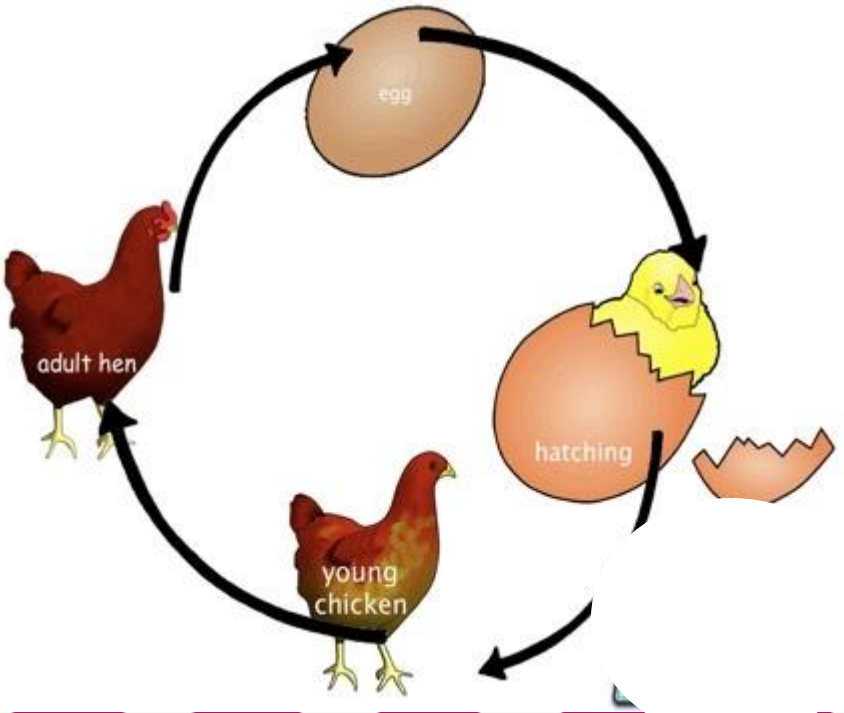
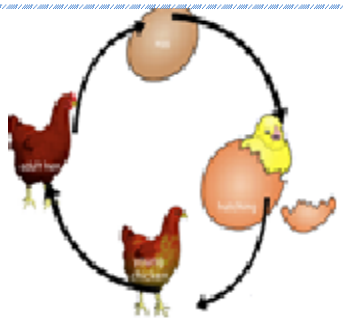
Life Cycle



VOCABULARY OF THE UNIT



Life cycle: ciclo de vida

Stage: etapa

Mariposa: butterfy

Girl: niña

Young: joven

Adult: adulta

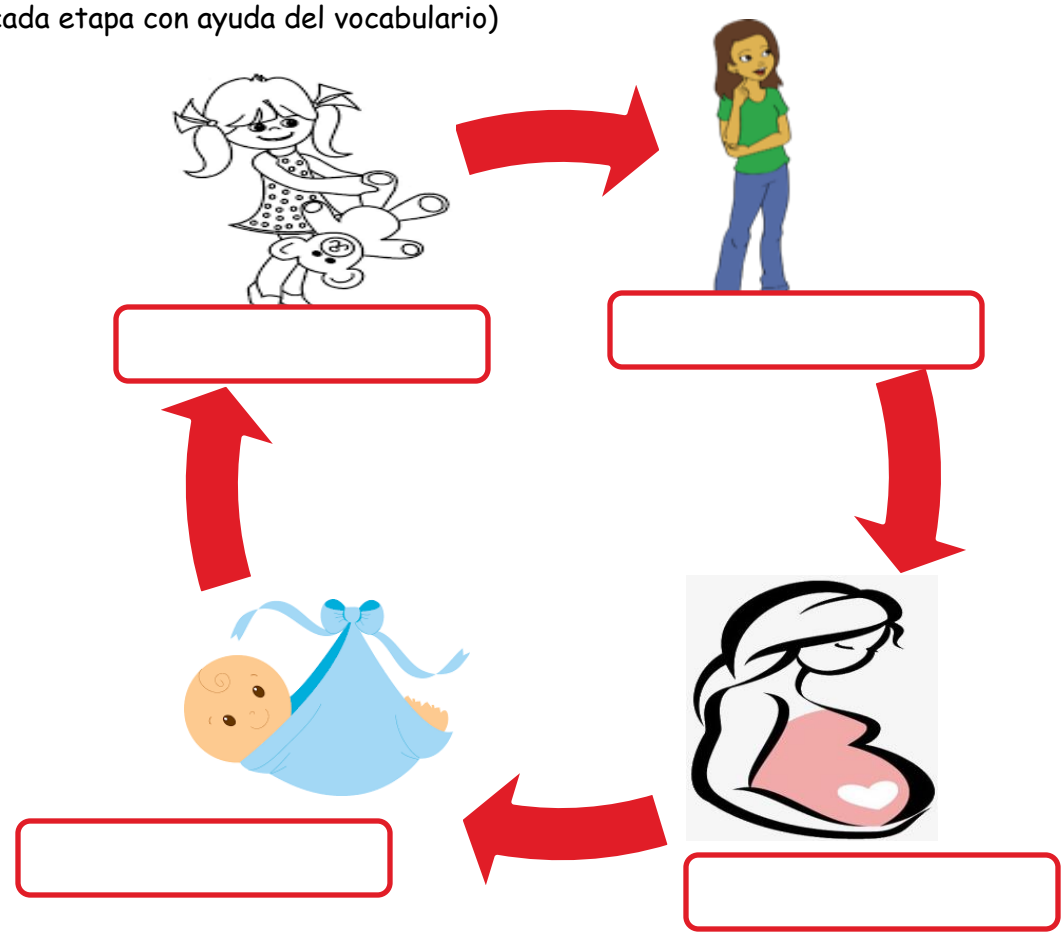
Baby: bebe

Egg: huevo

Pupa: crisalida

HUMAN LIFE CYCLE

- Look at the human life cycle and choose from the word banck the name of each stage. (Mira el ciclo de vida de un ser humano y escribe el nombre de cada etapa con ayuda del vocabulario)



Adult Young Girl baby

Standards: 2.L.1

ACTIVITY

- Read the passage from the Butterfly life cycle book and make a Circle around the name of each life cycle stage (lee el texto sobre el ciclo de vida de la mariposa y haz un circulo alrededor de la palabra de cada etapa)

A young caterpillar hatches from its egg. A female monarch butterfly usually only lays one egg on a leaf.

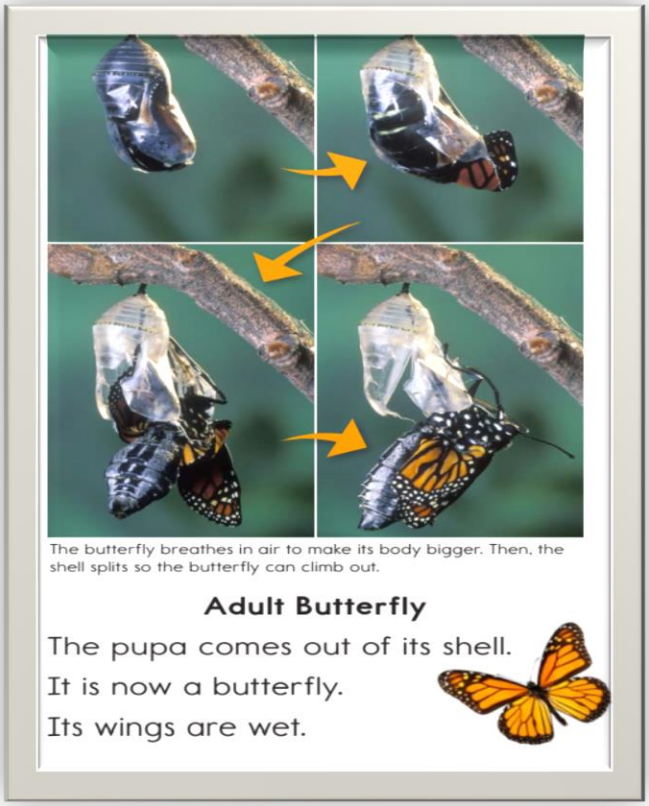
Egg

A female monarch butterfly lays an egg on a leaf. A **caterpillar** grows inside the tiny egg. The egg hatches in three to twelve days.

The caterpillar's skin splits down its back like a zipper!

Pupa

When the caterpillar is grown, it hangs from a branch. It sheds its skin one last time. The new skin is bright green.

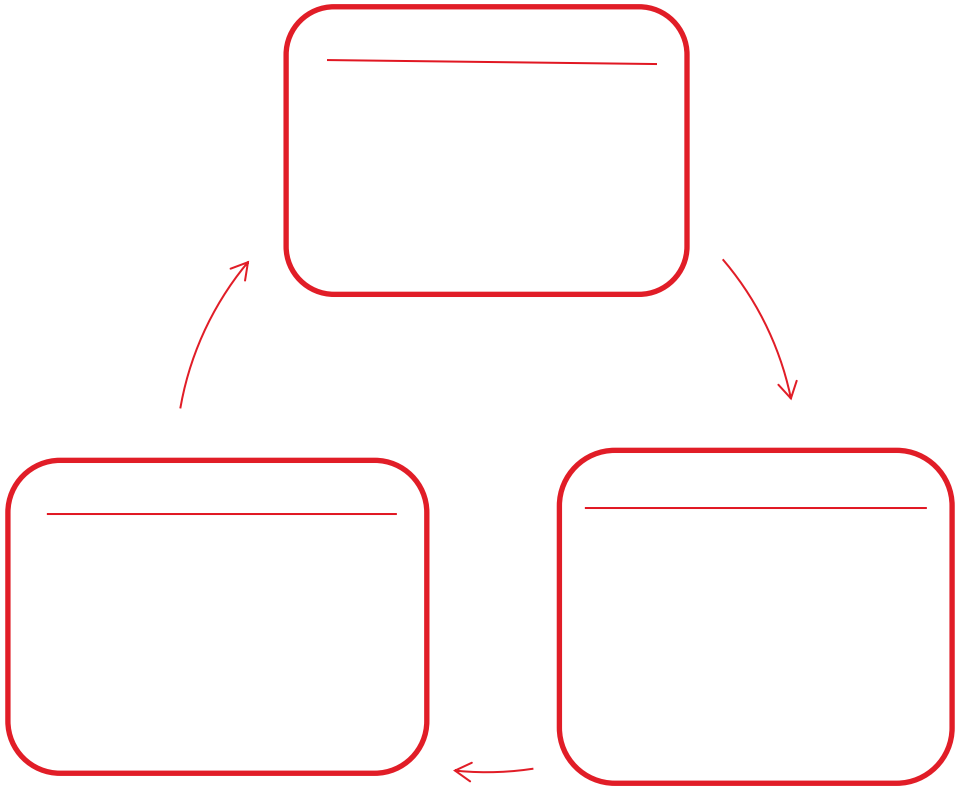


The butterfly breathes in air to make its body bigger. Then, the shell splits so the butterfly can climb out.

Adult Butterfly

The pupa comes out of its shell.
It is now a butterfly.
Its wings are wet.

- draw the life cycle of the butterfly and write the name of each stage. (lee el texto sobre el ciclo de vida de la mariposa y dibuja cada etapa del ciclo de vid



ACTIVITY

- These two passages are from two different authors, highlight pink the similar ideas the author use to support the text and yellow the ideas that are similar. (subraya de rosado las palabras parecidas de ambos textos y de amarillo las cosas diferentes)

A young caterpillar hatches from its egg. A female monarch butterfly usually only lays one egg on a leaf.

Egg

A female monarch butterfly lays an egg on a leaf. A **caterpillar** grows inside the tiny egg. The egg hatches in three to twelve days.

Author: Torran anderson

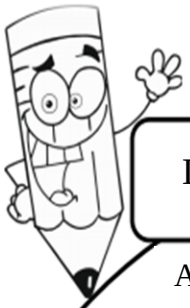
Life Cycle

After a pair of male and female butterflies or moths mate, the female lays her eggs. She lays them on or near leaves, twigs, or flowers so that her young will have something to eat when they hatch.

Lobster moth egg

Author: Kyra freeman

- Write the things differences and the similarities of both texts.
(escribe las diferencias y las similitudes entre ambos textos)



Venn Diagram

Diferences

Author: Torran anderson

Similarities

Diferences

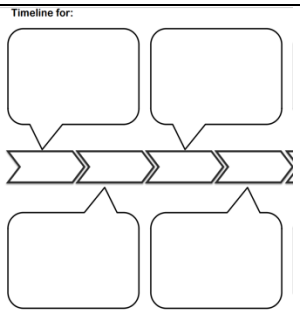
Author: Kyra freeman

Standards R.I.2.9

UNIT 4: EVERYONE HAS A STORY

TIMELINES

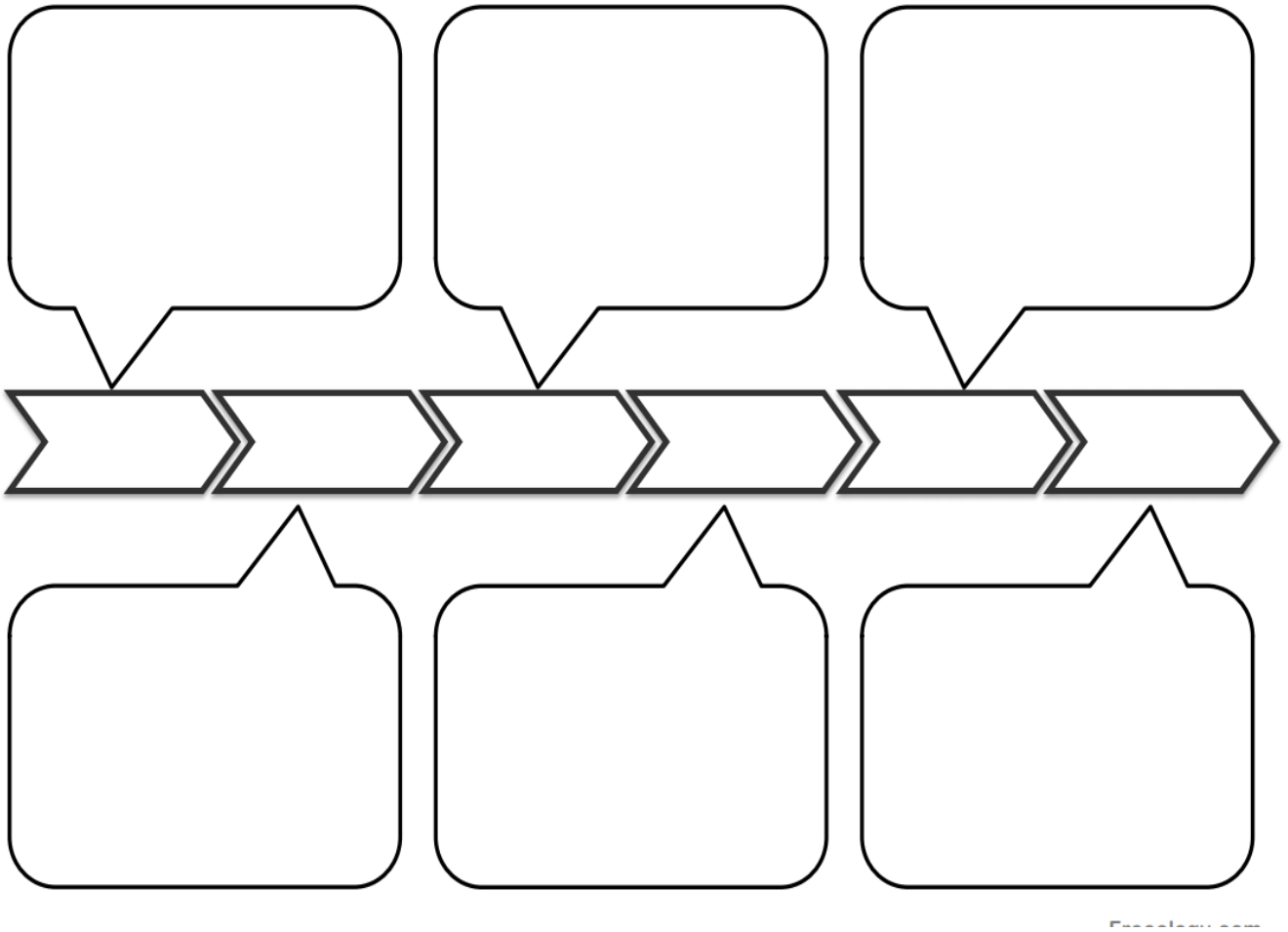
VOCABULARY OF THE UNIT

 Time line: línea del tiempo	Who: quien	Where: donde
When: cuando	What: que	Why: porque

A timeline help you organize events in a chronological order.
(una línea de tiempo te ayuda a organizar los eventos en orden cronológico)

- Make a timeline of yourself since you were a baby and now that you have grown. (Haz una línea del tiempo de tu vida, dibuja desde que eras una bebe y hasta ahora que haz crecido)

Timeline for:



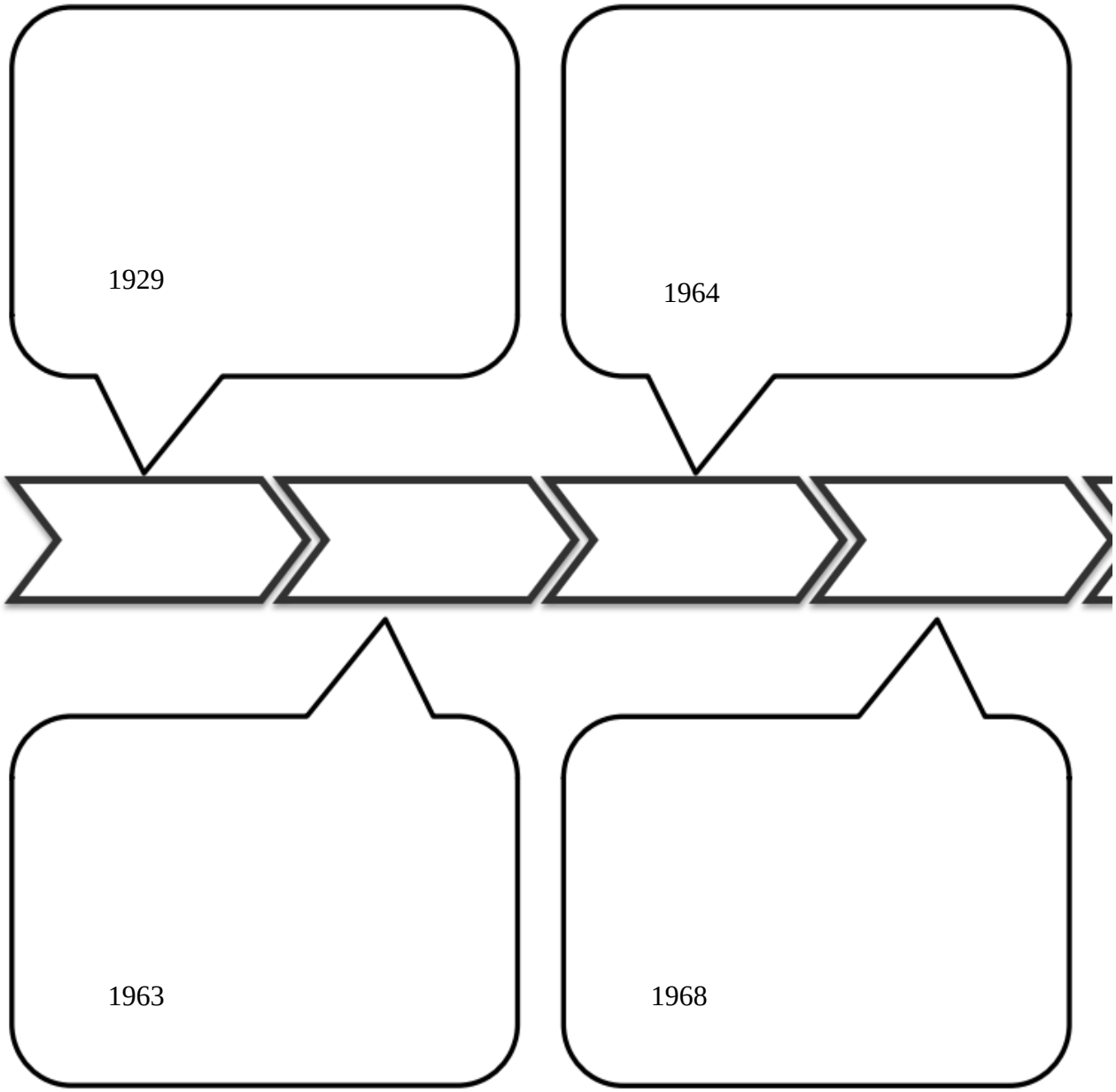
Read the Martin Luther King jr. text and underline the dates information. (lee el texto y subraya la información de las fechas)

Martin Luther King Jr.

Martin Luther King Jr. was a famous civil rights activist. That means he worked hard to make sure all people were treated equally. He was born on January 15, 1929, in Atlanta, Georgia. He helped lead the Montgomery Bus Boycott after Rosa Parks was arrested for refusing to give up her seat to a white man. In 1963, Martin helped organize the March on Washington in Washington D.C. This was a peaceful gathering of around 250,000 people who wanted equality and justice for African Americans. Martin gave a famous speech called, "I Have a Dream," which talked about his hope that one day America would be a place where all people would be treated fairly. The next year in 1964, the Civil Rights Act was passed, which made it against the law to treat people differently because of their race, color, gender, or religion. Martin Luther King Jr. was a hero to many people, but not everyone was happy about the changes in the country. Sadly, on April 4, 1968, Martin was shot and killed while standing on a hotel balcony. Today, we honor his life and the way he helped make America a better place by celebrating Martin Luther King Jr. Day each January.

- Make a timeline with the information of the dates about Marthin Luther King jr. (lee el texto sobre de Martin Luther King jr. subraya la información de las fechas y haz una línea del tiempo con la información)

Timeline for:



Standard:2.h.1

WH QUESTIONS

Who

To ask about a person or animal

Where

To ask about a place

When

To ask about the time when things happened

What

To ask about a thing

Why

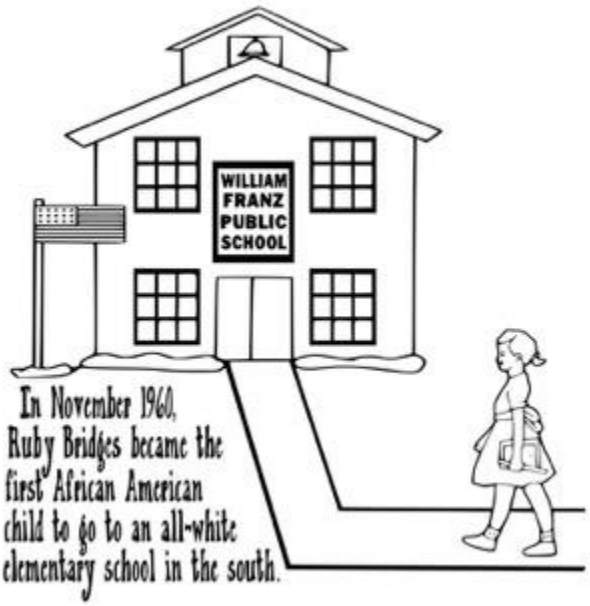
To ask about a reason something is happening

Ruby Bridges

Ruby Bridges was the very first African American child to attend an all-white elementary school in the South. Ruby was only six years old when she bravely helped to integrate black students into white schools in the United States.

Ruby was born on September 8, 1954 in Tylertown, Mississippi. The family moved from Mississippi to New Orleans, Louisiana when Ruby was only one year old. Segregation laws kept black children from attending school with white children. During this period of time in the United States, African Americans did not have the same rights as white Americans.

On November 14, 1960, Ruby Bridges helped to change history for all people. The Supreme Court had previously ruled that all schools in the United States must desegregate and allow black and white children to attend school together. Ruby helped to change history on November 14, 1960. When Ruby was just a first grader, she enrolled at the William Frantz Elementary School in New Orleans, Louisiana.


WILLIAM FRANZ PUBLIC SCHOOL
In November 1960, Ruby Bridges became the first African American child to go to an all-white elementary school in the south.

- Read the ruby bridges text, **underline** and answer the following questions about her life. (lee el texto de ruby bridges y responde las preguntas)

Who was Ruby Bridges?

Where did she live?

hen did she start to help others?

Why is she important?

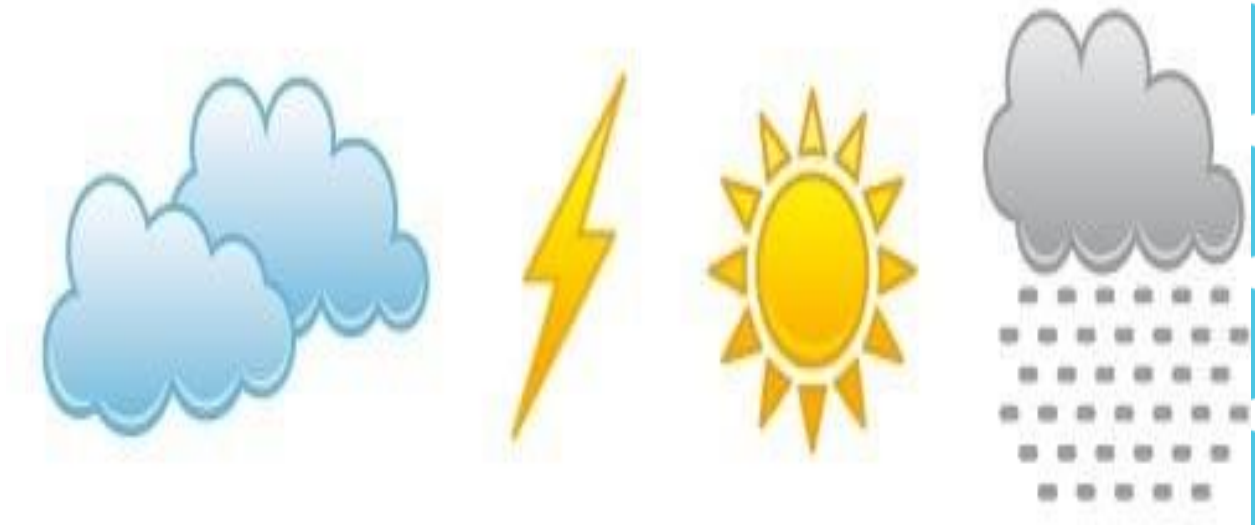
- Read the text again and make a timeline about the ruby bridges live. (lee el texto de Ruby Bridges de nuevo y haz una linea de tiempo sobre sus vida)

Standard: SL.2.3

WILLIAM FRANZ PUBLIC SCHOOL
In November 1960, Ruby Bridges became the first African American child to go to an all-white elementary school in the south.

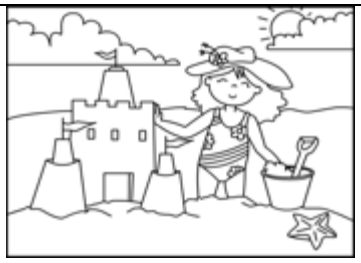
Timeline for:

Unit 5: Weather forecast



The weather

VOCABULARY OF THE UNIT

Seasons of the year: estaciones del anio	 Summer: Verano	Fall: otono
Winter: invierno	Spring: Primavera	Rain: Lluvia
Snow: nieve	Sun: sol	Temperature: temperatura

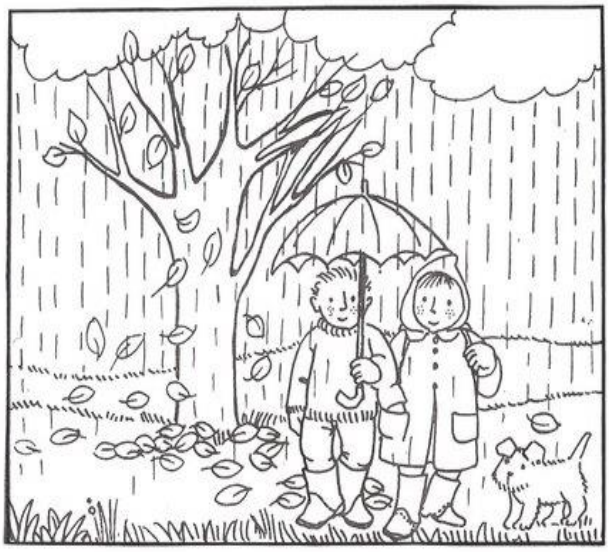
Seasons of the year

SUMMER

in summer season, the days are longer, it is the hottest season of the year. People like to go to beach during summer.

FALL

In this season, the days are shorter, temperatures start to feel cold and the leaves start to change color



Winter

Winter is the coldest season of the year; in some places you can see the white snow covering the houses.

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SPRING

In spring the trees and flowers start to bloom, it rains a lot and the days start to get warm

ACTIVITY

Write and draw about your favorite season of the year (escribe y dibuja sobre tu estación favorita del año)

FACT FILE: Seasons

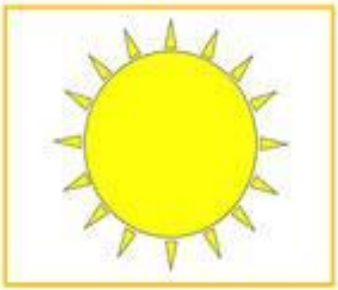
In many places the weather changes during the year. These changes are called seasons. In the north and south there are four seasons in a year. Each season brings changes that are important for plants and animals that live in different parts of the world.

FUN FACTS:

- When it is summer in the north it is winter in the south.
- At the North and South Pole there are only two seasons. Winter is very long and summer is very short.
- In tropical places near the Earth's equator there are two seasons: a 'wet' season and a 'dry' season.

Spring starts when the day and night are the same length. The weather gets warmer and sunnier. Trees and plants start to grow. Many animals have their babies in spring.

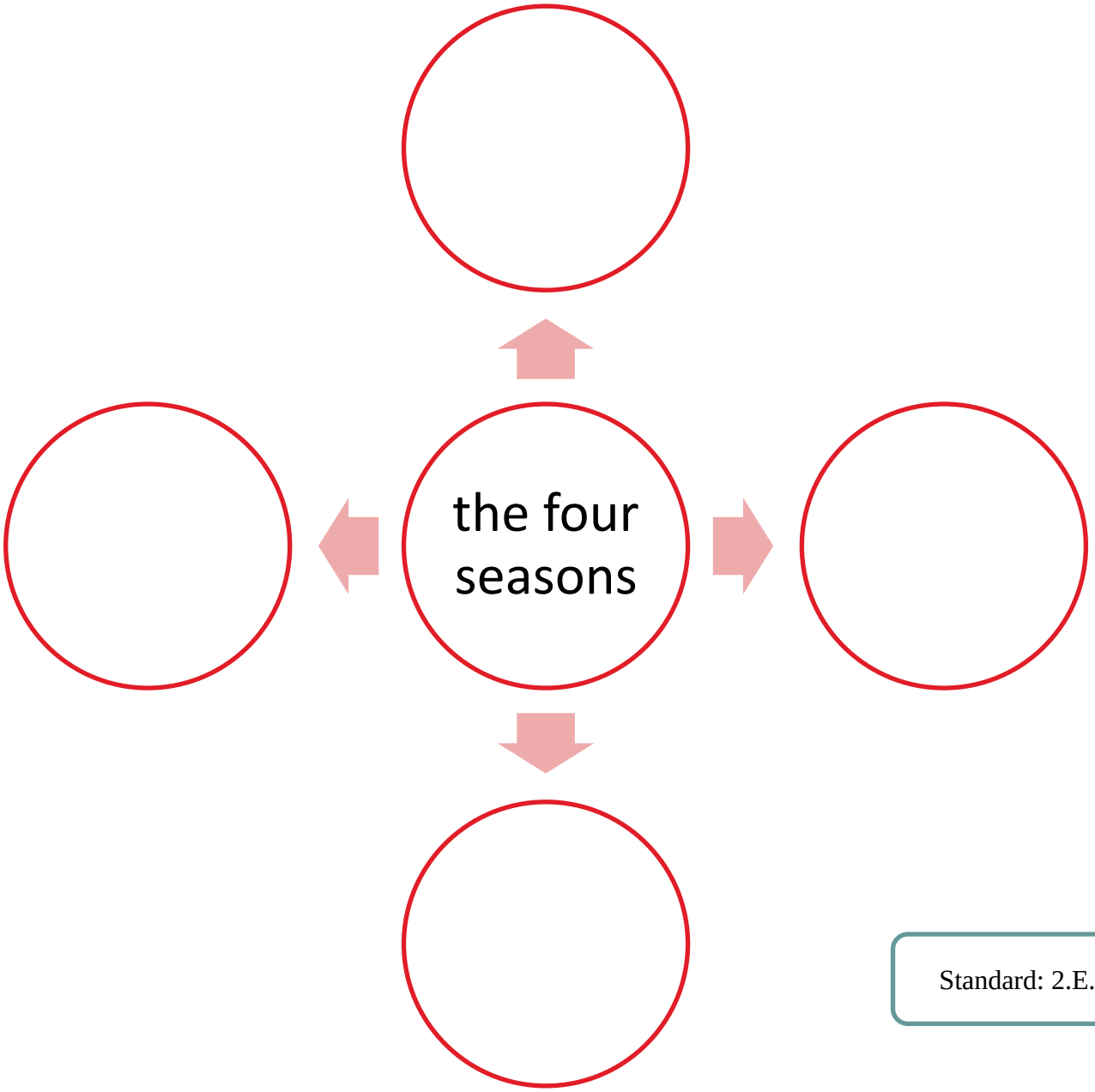
Summer begins on the longest day of the year. In the north this is on 21 June. Summer is usually the warmest and sunniest time of the year. Fruit grows on trees and plants. Young animals grow bigger and stronger.



Autumn starts when the day and night are the same length again. During autumn, the leaves change colour and fall from the trees. Some animals collect food before winter comes.

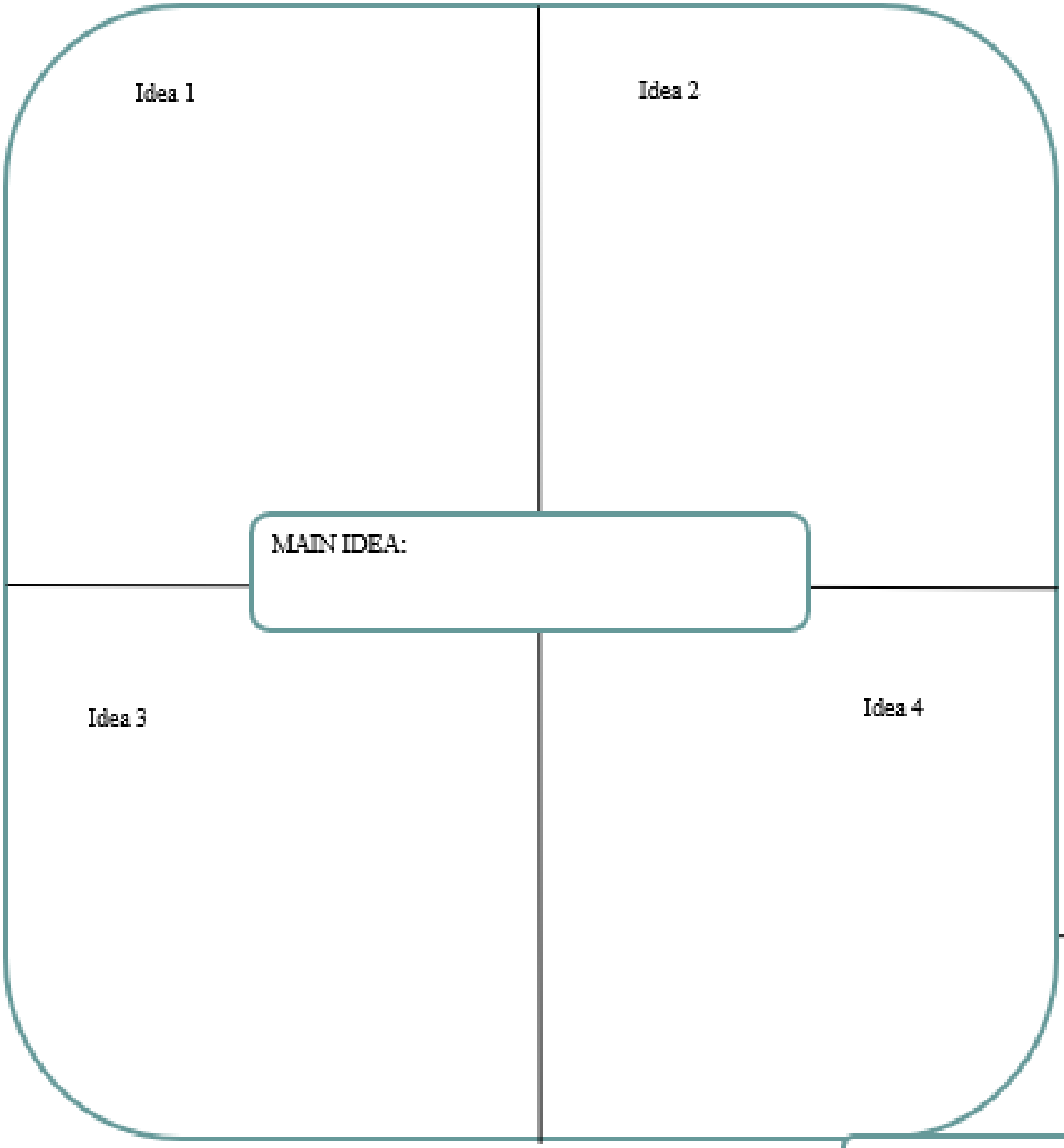
Winter begins on the shortest day of the year. In the north this is on 21 December. The weather is colder and in some places there is lots of snow. Plants and trees stop growing. Some animals, like bats and bears, find places to hide and sleep. This is called hibernation.

- Write the name of the four season and 3 characteristics of each. (escribe el nombre de las cuatro estaciones y 3 características de cada estación)



Standard: 2.E.1

- Read the text about the *four seasons*, write the main idea of the text and the details that support the idea. (lee el texto sobre las estaciones del año, escribe la idea principal del texto y los detalles que soportan la idea principal)



Standards: RI. 2.2, RI.2.3, RI 2.8

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Chapter 5: Conclusion

Every school year brings new challenges, new goals, and new students with different needs. These students come to school with the hope of acquiring new knowledge and building new relationships with their surroundings. In addition, we can see that a considerable quantity of new English language learners arrive at school with a variety of emotions and feelings that can affect them as soon as they begin to integrate into the new learning environment. Social emotional learning (SEL) theory has demonstrated that ELLs experiment different emotions produced both by the lack of knowledge in the second language and by their family background. Hence, these kinds of emotion can build a barrier between the student and their language acquisition process; a barrier that also impacts interactions with their teachers and peers. Therefore, there it is important to engage these students; and as teachers, we have the responsibility not let time pass and allow those new students fall behind just because they do not have enough resources to help them achieve the goals proposed by the school.

Although it is a reality that language differences can create an abyss between the teacher and the student, it is also necessary to recognize that language-acquisition researchers have proposed different resources and strategies that can help students reach their goals in the target language according to their capacities and without creating pressure for achieving the standards. Consequently, it is pivotal to provide not only a welcoming and safe environment for these new ESL students, but also different tools and strategies to facilitate the integration with the school curriculum. Students could use an accessible guide that can help them go through all the instruction they see in class, but with the difference that this tool is realistic, taking into account

English-language learners' needs and capacities in a manner that fosters the development of a trustworthy and motivational learning environment for our new students.

Taking into consideration the lack of tools to assist new ELL students' integration with the new school and curriculum, this project offers an excellent opportunity for these students to feel part of the class, even if they do not understand what is being said during the instructional time. This project was conceived in order to help those students that know little to no English and are perhaps not able to communicate with their English-speaking teacher. This ESL study guide also provides the opportunity for new students to develop autonomy in the English class while achieving standards at their own pace. The strategies developed in each activity are based on the Direct language learning strategies proposed by Oxford (1990), which were developed in order to facilitate second language acquisition as well to develop independence in the classroom.

Developing this project has provided me the opportunity to think about my ESL students' needs, about their feelings and emotions, in order to create something that facilitates their learning process. Therefore, the purpose of the project was to create a strategy to support ELLs in feeling motivated, integrated, and committed to their learning process and the second-grade curriculum.

When creating this study guide, I got the experience of feeling motivated and committed since I could take my time to think about the kind of students that we usually receive in second grade each year, especially about their abilities and necessities. I had the time as well to think about what could be best for them, and what strategies could be helpful toward developing the skills they need to improve in their second language learning. I believe this study guide is going to be a handy tool for ELLs in second grade and for English teachers alike by creating a bridge that overcomes the language gap.

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